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ABSTRACT

Designed to give vocational education teachers actual experience in business and industry, this project involved the joint efforts of Eastern Washington State College and several government and private agencies. The project centered around 10 teachers selected from the various service areas of vocational education, who exchanged positions for 6 weeks with 10 people from business and industry. The document presents a description of the project, an account of the various activities, and a list of the accomplishments. Major sections of the report include: (1) Project Design For Accomplishing Objectives, (2) Workship Report, (3) Project Evaluation, and (4) Bibliography. (JS)

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THE PROFESSIONAL INTERNSHIP EXCHANGE PROGRAM IN VOCATIONAL EDUCATION

EASTERN WASHINGTON STATE COLLEGE

BUSINESS & INDUSTRY

VOCATIONAL TECHNICAL TEACHERS

SERVING DISADVANTAGED YOUTH

SECONDARY SCHOOLS & TECH. INST.

COMMUNITY COLLEGES

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, UNITED STATES OFFICE OF EDUCATION, THE BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT EDUCATION PROFESSIONS DEVELOPMENT ACT, AND THE WASHINGTON STATE COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION.

1970 - 1971

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PREFACE

The Professional Internship Exchange Program in Vocational Education was a joint project by Eastern Washington State College; Washington State Coordinating Council for Occupational Education; Department of Health, Education and Welfare, United States Office of Education, Bureau of Educational Personnel Development: Community Colleges: School Districts: Business, Industry, and other agencies. It was designed to provide in-service vocational personnel development and to serve persons with special needs including disadvantaged youth and adults.

Particular consideration is directed to Mr. Ernie Kramer, State Director for Occupational Education and Mr. Archie Breslin, Director of Professional Services in the State of Washington for their leadership and inspiration. The various community colleges and school districts are to be congratulated for their efforts in fulfilling a vocational need. Business and industrial firms are to be commended for their excellent participation in the project. And a special thanks is directed to the various authors of materials used in the in-service teacher education phase of the project.

Bill D. Syhlman
Project Director

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THE PROFESSIONAL INTERNSHIP EXCHANGE PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION

INTRODUCTION

This prospectus was originally prepared in order that vocational education might more effectively recruit and educate personnel to meet the needs of youth in preparing for the world of work. In order for vocational teachers to better understand and appreciate the complex world of work, it was necessary that teachers become more involved with actuality in the various occupational careers which make up the changing world of work. The Professional Internship Exchange Program in Vocational Education was a step in the right direction towards meeting vocational teacher education needs. The project was initiated during the summer of 1970.

THE NEED FOR EXCHANGE BETWEEN BUSINESS-INDUSTRY AND EDUCATION

Statement of Needs

It was apparent that vocational teachers need to be updated in their understanding and appreciation of the changing world of work. Through discussions with leaders in vocational education and vocational teachers in the various occupational areas, it was determined that the need for conducting exchange internship professional development is essential. Teachers are anxious to become involved in the project and business seems willing to cooperate in fulfilling this need. The Washington State Council for Occupational Education was in favor of having teachers become involved in meeting their professional needs. It was also essential that we meet the needs of "youth with special needs", (minority groups and disadvantaged youth). Their need to become employable and to be economically independent is the responsibility of vocational education. The following are the major needs that were to be met through this project:

1. All teachers need to have actual experience in business and industry in order to make their particular discipline more relevant to students.

2. Students needs would be more effectively met because the teacher would know more precisely what cognitive, affective, and sensory objectives need to be accomplished.

3. Business and industry would be more aware of education's needs by participation in the project and in return education would be more aware of business and industry needs.

4. Students with special needs received attention during a 90 hour period of time with the team teaching of a business or industrial exchange representative and a vocational teacher. Vocational education needs to acquire greater assistance from business and industry. These exchange teachers from business and industry assisted in fulfilling the teaching need. It would also enhance the youths with special needs, opportunity for gainful employment.

5. The need for greater participation between business-industry and the teacher-training institution would result in more effective teacher-education in vocational education.

6. State Vocational Divisions need to become more involved with business, industry, and teacher-training institutions. This project would create greater continuity in teacher-training and the accomplishment of vocational-teacher education objectives.

It was of particular significance that the needs of today's teachers and pupils would be met through complete involvement. Business, industry and education cooperated together in making the project a relevant and meaningful accomplishment. Greater participation between higher education, the State Vocational Coordinating Unit, Community Colleges, Vocational-Technical Institutes, and Local School Districts was essential. This project was one that should be conducted on a continuing basis and it is anticipated that in the forthcoming years the total involvement concept between the various agencies, business and industry would be met.

PERFORMANCE OBJECTIVES FOR THE PROFESSIONAL INTERNSHIP EXCHANGE PROGRAM

In order to insure that the project met the needs of cooperative vocational teachers, cooperative education students, youth with special needs, business, industry, teacher-education and the State Division of Vocational Education, it was essential that objectives be formulated to carry out the purposes of the project. It was necessary that evaluation of objective accomplishment be conducted and that continued follow-up be carried on upon completion of phase two. The following performance objectives were the central focusing points of the project:

1. To provide 10 teachers with professional experience in a related business or industrial firm pertaining to their vocational instructional area so that they would maintain an understanding and appreciation of the changing world of work. Through this experience they would return to their individual situations to provide leadership in creating innovative programs to meet the needs of all youth needing and wanting vocational instruction.

2. To ascertain 10 business or industrial exchange teachers who would provide instruction to youth with special needs. These students would be minority youth and disadvantaged youth.

3. To obtain the services of business, industry, organizations and other agencies in order that vocational education would be carried on in a more effective environment. Meeting the needs of vocational students through this process would improve the opportunity for gainful employment of vocational students.

4. To establish greater participation and cooperation between teacher-education and the State Vocational Education agency.

5. To provide a pre-session and post-session for both the participating teachers and business exchange representatives. To provide the opportunity for involvement between the participants in carrying out the project objectives so that the needs for youth with special needs would be met and the professional improvement needs of teachers accomplished.

6. To provide 10 business and industrial firms with the opportunity to become more cognizant of their role in meeting the needs of today's youth in today's complex society, and to promote this concept on a continuing basis.

PROJECT DESIGN FOR ACCOMPLISHING OBJECTIVES

The accomplishment of project objectives in meeting the established needs was developed under the following plan:

1. Ten teachers participated in the project along with ten business and industrial firms. Teachers would be selected from the following areas: agriculture; business and office education; distributive education; trade and industrial education; home economics and consumer education; health education; and public services. The project insures representation from all vocational services plus other interested areas of instruction pertaining to occupational-vocational education.

2. Ten selected business and industrial firms would participate in the exchange program and these firms would be selected on a classification basis according to the various services, including: manufacturing, agriculture, wholesale, retail business. Governmental services would also be included for consumer education, business and office occupations, and health occupations.

3. The ten firms would provide one person in exchange for one teacher. These persons would team teach a class in the school of the exchange teacher oriented towards students with special needs. This class would operate for 90 hours of instruction and would be conducted on a flexible basis. These programs would be conducted in either K-12 programs, vocational-technical institutes or community colleges. Representation from each would be the goal.

4. The exchange teachers would participate approximately 90 hours in the participating exchange business or industrial firm. They would spend one-half work day in the firm and be provided opportunities to become involved in various operations of the firm. Close coordination by the teacher-education institution would insure this element being accomplished in the project.

5. The Cooperative Instructional Class would provide learning experiences which are designed to enhance gainful employment. Every effort will be made to place these students in an occupation in which they may succeed at their particular competency level. This class would be limited to not more than 20 students.

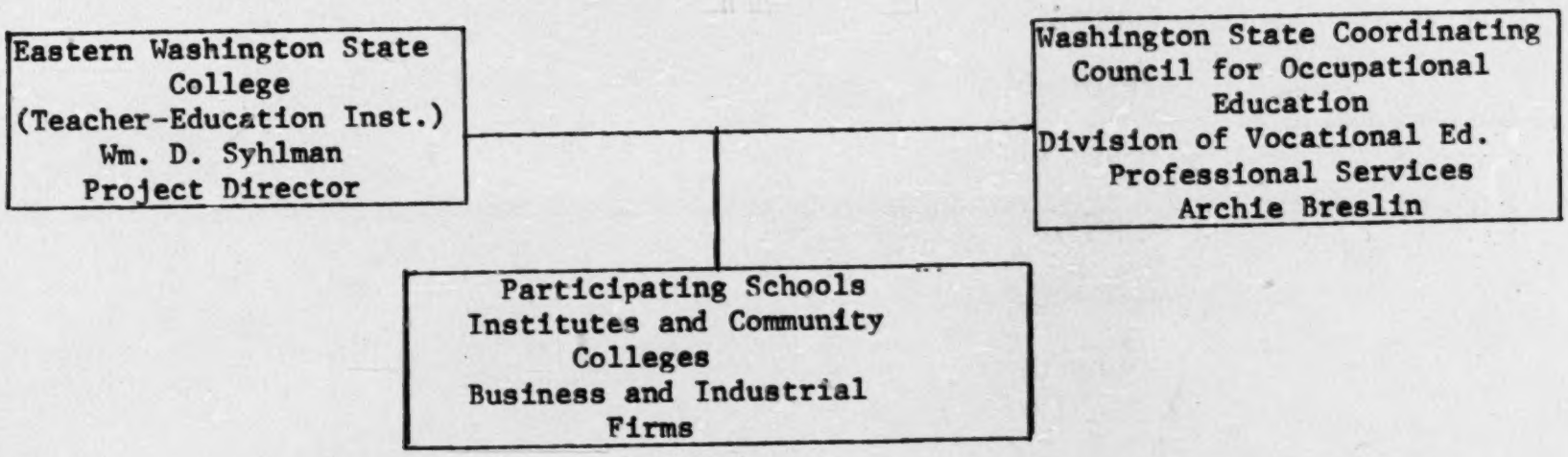
6. The teacher-training institution would provide one short training session of five days. There would be a two day evaluation workshop.

7. Participation between the teacher-training institution and the Washington State Coordinating Council, Professional Services, Division of Vocational Education would provide for greater coordination.

The following model delineates a working and functional process in meeting the needs of the project:

Professional Internship Exchange Program

Project Design



It was essential that in the design, complete cooperation and involvement between E.W.S.C., Washington State Coordinating Council, Schools, and Business and Industry be encouraged. E.W.S.C. would conduct the organization and development of the project in conjunction with the Coordinating Council for Occupational Education. This would include ten schools, one program each, with not more than 20 students to a class.

SUMMARY

The prospectus presented some innovations which were designed to get complete involvement among all parties concerned with vocational development of youth. Youth with special needs, business and industry, teacher-education, teachers, and State Vocational services were all included in the program planning and budgeting.

The needs pertaining to several elements of vocational education would be met through this project. The project was practical and realistic, and the objectives were attainable. This was a project which required a great deal of effort on the part of all the parties involved. It insured involvement from several different levels and met the needs of many functions in vocational education.

WORKSHOP REPORT
PHASE ONE: PROFESSIONAL INTERNSHIP EXCHANGE PROGRAM IN VOCATIONAL EDUCATION

Eastern Washington State College
Peninsula College

August 22-26, 1970

Introduction

The major purpose of the internship program was to provide vocational teachers and representatives from business and industry an opportunity to exchange responsibilities for a six weeks period of time. Vocational teachers were able to update their skills and knowledge by actual participation in the working functions of the business or industrial world for which they prepared their students. Representatives of business and industry became more aware of the needs and problems of the educational environment through their internship. It was anticipated that a greater awareness of each other's situations occurred and that this provided for more relevant vocational education through this type of cooperation.

This program was one of six funded E.P.D.A. programs sponsored by the United States Office of Education and the Washington State Coordinating Council for Occupational Education. It provided the opportunity for ten centers to be established.

Representatives from business, industry, and vocational teachers would team teach students with special needs, including minority groups classified as disadvantaged. Every effort was made to include a cross section of firms and vocational teachers. The ultimate goal in teaching students with special needs was employment in the world of work. The cooperative method of instruction was the best route towards this objective.

The following steps were pursued by each of the ten participating centers:

The workshop goals were to:

1. Identify characteristics of students to be in the special class.
2. Identify characteristics of students as to their specific appeals.
3. Identify material to be covered in the instruction.
4. Identify the learning activities to be carried on in the instructional process.

Between September 1 and October 15:

1. There should be at least two meetings between team members to polish instructional strategies and learning activities.
2. Each team develops enough training stations to assure placement of ten student participants.

Between October 15 and December 1:

1. Each team conducts thirty hours of pre-employment instruction.
2. Placement of students in training stations.
3. Vocational teacher spends at least thirty hours in business or industry.

Between December 1 and May 15:

1. Each team conducts 60 hours of vocational instruction.
2. Coordination of students' jobs and class activities.
3. Vocational teacher spends sixty hours in business or industrial firm.

Between May 15 and June 30:

1. Conduct three-day evaluation meeting for all school and business representatives.
2. Final written reports due.

Workshop Schedule:

Professional Internship Exchange Program in
Vocational-Technical Education

Phase One: Planning Workshop
Peninsula Community College
Port Angeles, Washington 98362

Saturday: August 22

8:30 a.m. Introduction of Participants and Registration

9:00 a.m. Micro Simulated Decision Making Program

10:00 a.m. Coffee Break

10:15 a.m. Teaching People With Special Needs

11:50 a.m. Lunch

1:15 p.m. Micro Simulated Problem Solving

4:00 p.m. Adjournment

Sunday: August 23

Church Services

10:45 a.m. Video Tape of Problem Solving for Teaching People with Special Needs

12:00 p.m. Lunch

1:00 p.m. The Employment of Youth With Special Needs

2:00 p.m. Micro Simulated Decision Making Job Placement

3:00 p.m. Video Tape Decisions and Analyze Responses

5:00 p.m. Adjournment

Monday: August 24

8:30 a.m. Determining Course Content

10:00 a.m. Coffee Break

10:15 a.m. Micro Simulated Decision Making Sessions

11:45 a.m. Lunch

1:15 p.m. Micro Simulated Decision Making Sessions, Video Tape Decisions

2:30 p.m. Analysis of Decisions

3:30 p.m. Adjournment

Wednesday: August 26

8:30 a.m. Micro Simulated Decision Making

9:30 a.m. Video Tape Decision Sessions

10:00 a.m. Coffee Break

10:15 a.m. Analyze Video Tape Decisions

11:45 a.m. Lunch

1:15 p.m. Program Planning and Evaluation

2:30 p.m. Summary and Conclusions

3:30 p.m. Adjournment

Micro Simulated Decision Making.

The purpose of using this approach throughout the workshop was to insure involvement on the part of all participants in the decision making of program development. The definition of micro simulated decision making is: taking a close look at the job that needs to be accomplished throughout the internship exchange program. It is a synthesis of all the components and functions of the exchange program.

Utilization of telephones provided by Northwest Bell Telephone Company, Public Relations Division, was made in order to make problem-solving situations more relevant and realistic. They also created greater communications between participants and project director. It created situations whereby participants were able to listen and think about decisions.

Video-tape recordings of the decisions made enabled participants to self-appraise their work. It created an atmosphere by which all the possible alternatives to situations could be analyzed. A complete inspection of the job to be done was accomplished by the utilization of this equipment.

The basic process used through this method was as follows:

The project director broke the group up into groups of three to five members. Each group was provided a telephone and speaker so that all members could listen to the problem being called in by the project director. A typical problem requiring a decision would be as follows: "Good morning, this is Mr. Breslin, Director of Professional Services, Coordinating Council for Occupational Education. I would like to have you prepare a list of program goals and objectives that you anticipate carrying out through your EPDA program in the Internship Exchange Program. The U.S.O.E. would like to have this next week and I will appreciate your getting this to me in person so that we can discuss your decisions. Could we meet tomorrow at 8:30 a.m. to go over your plans? Please feel free to call me if you have any questions. Goodby."

Each group had a recorder each day to write down the situations and to write up a report of discussion proceedings. One or two members of the group were put in charge of conducting the appointment interview.

During the interview, the video-tape recorder was put into action and each interview was recorded.

Upon completion of the interview, the video-tape was played back immediately and decisions were fully discussed by the total group. Written reports were turned in by recorders.

A capsule of some of the decisions made by decision making units:

How the teacher will be utilized in business/industry

The criterion to be considered is - what the teacher should expect to gain from this program.

Look at the overall operation, from janitor to the chief executive.

Will act as a shadow: will not operate a machine or make a decision. Will ask "How does the machine operate?" and "Why did you decide this way?" Do what the businessman wants in order to be as productive as possible and not disruptive.

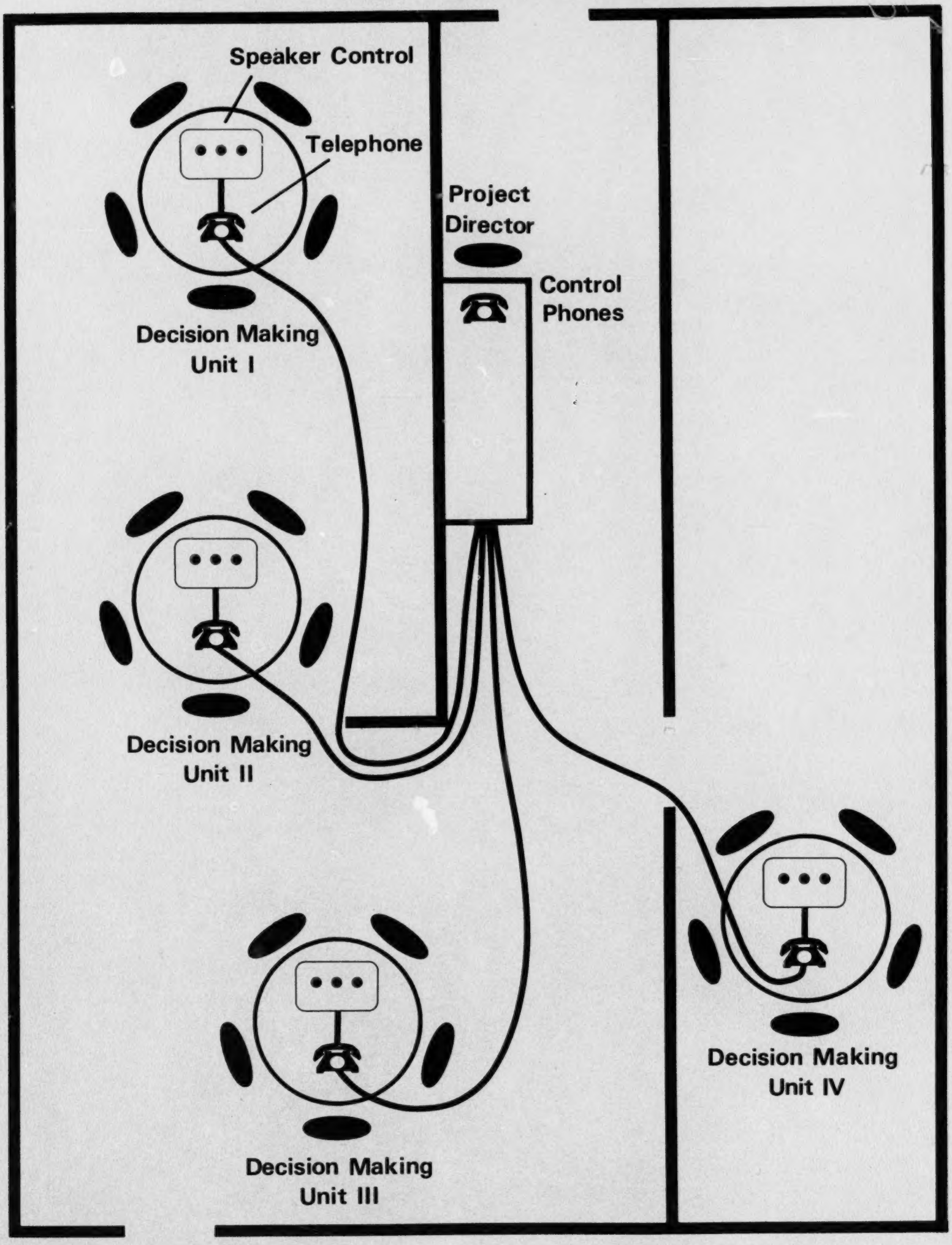
Learn as much as possible with all aspects of the business.

A general outline of E.P.D.A. teaching methods, including objectives, and a general outline of course content and procedures.

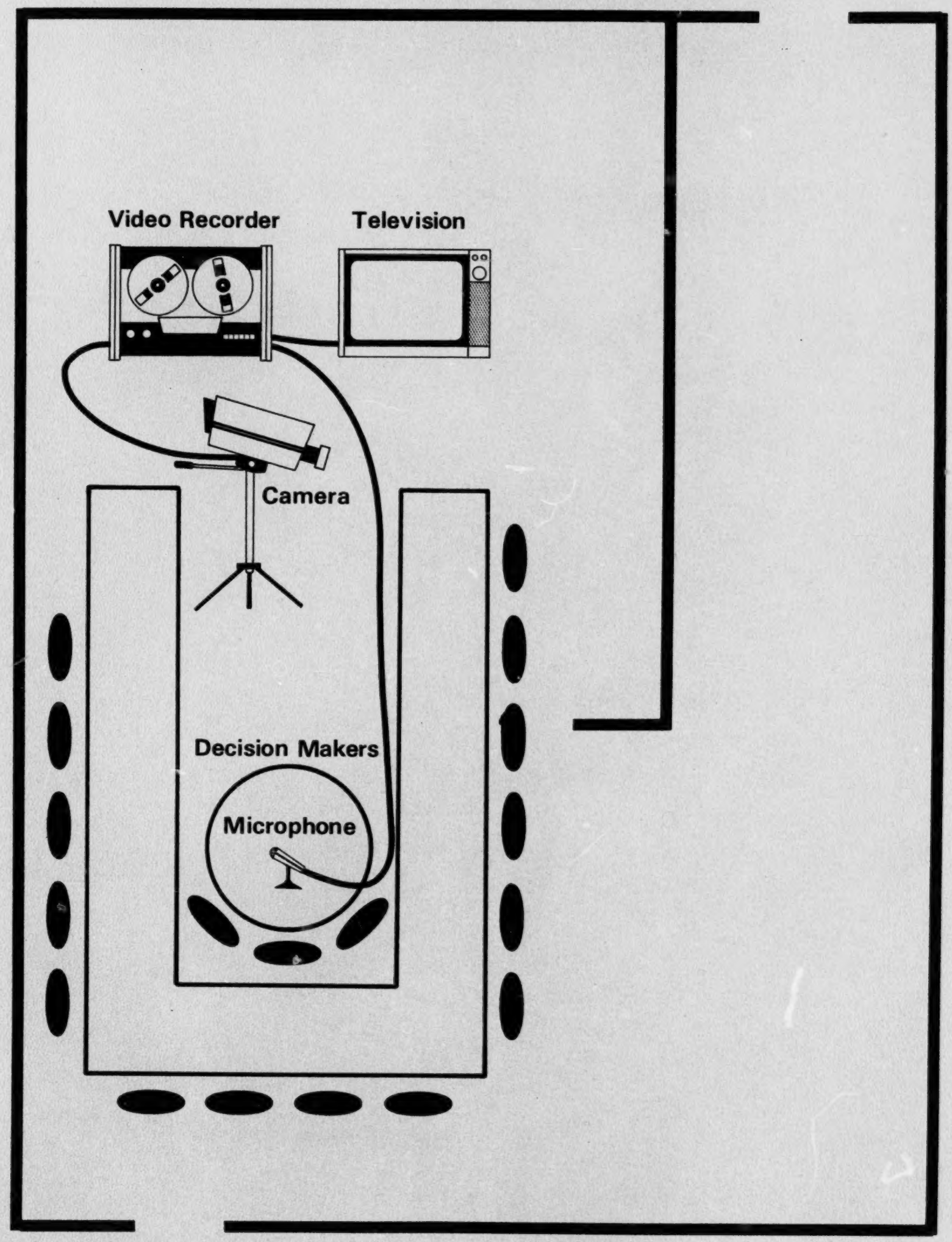
To train students with special needs to make them more acceptable to society, and for employment by business and industry.

To assist the trained students in obtaining entry level employment.

Model for Micro Simulated Decision Making



Decision Analysis Model for VTR



To raise the self esteem of the individual by training him to recognize, utilize, and develop his abilities and potential.

To develop and evaluate a continuing work history experience in order to improve the existing training program.

To recognize and adjust to the needs of business and industry for a better trained job applicant.

To encourage the potential chronically unemployed individual to be self-supporting and productive.

Identifying and classifying the disadvantaged for the purpose of this program.

The first, and possibly best, source and method of identifying the disadvantaged student is to review the guidelines which we have discussed with the counseling office of the college, and ask that they direct 10 or more students whom they feel are qualified, to the program. These could be either entering freshmen or returning students, who have indicated problems of a nature that represent special needs of various kinds.

Secondly, the same process could be used with the high school counsellors in the college district.

Thirdly, we can work with various local agencies such as the CAC and the Welfare Department.

It is important that the students not be aware of the fact that they have been classified as "disadvantaged". This problem has varied implications. Use of the CAC and Welfare Department as a source will make it quite difficult to avoid the realization.

Publicity about the program should be carefully planned and screened to avoid this problem, also. This can be done by emphasizing that it is a pilot program exploring a new type of relationship between industry and education, without any reference to the disadvantaged.

The composition of the group should have as wide a range of abilities as possible, running all the way from the high-risk student through and including some students who are not considered disadvantaged. In this manner we will avoid the problems of an identified "disadvantaged" program, and at the same time benefit from the fact that the better students will assist and encourage the ones with problems.

The characteristics of the students selected will vary from school to school, and it is not feasible to attempt to lay down anything more than broad guidelines for their selection.

Goals and objectives we wish to achieve.

Business or industry and education to try and find a better way to tell the story of work to students.

Prepare students for entry into a career ladder.

Explain the self-respect and fulfillment by achieving independence.

Open doors to employment.

Work on attitudes and motivation.

Discuss what jobs are available.

How to get a job.

How to hold a job.

What education means in the world of work.

How does one advance in a career?

Motivation of students to become productive members of society.

Why should we have capitalism? mass production? mass advertisement? mass consumption? profit?

How does one raise his standard of living?

Work can be fun, perhaps should be fun.

What does man want out of work? (money, interesting activity, social position, recreation, belonging, self-realization)

What has the establishment to do with work?

How will you use the business representative in the exchange program?

He will act as a resource coordinator for the program. Because of his contacts with the business community he can provide individuals rich in real world experiences. In this capacity he will do two basic tasks:

Contact the prospective resource person.

Appraise the resource person of what he is expected to do.

He will act as coordinator of the training stations.

He will act as a personal counselor to the students.

Co-instructor: With his experience in real world situations he will be valuable in several specific teaching areas:

Human relations

Personal development

Social and business graces

Motivation

Responsibility

He will act as liaison between the student and community leadership; i.e. Chamber of Commerce, Lions Club, Kiwanis.

Performance and appraisal evaluation.

Situation: Report of a disadvantaged student being underpaid by an employer when the student is performing a work function as part of his training.

Facts:

Violation of union contract as reported by telephone call.

Violation of Federal Wage and Hour Regulation.

Student placed in business as a result of an agreement between employer and coordinator.

No agreement was made between coordinator and employer as to rate of pay D.A. was to receive.

Employer sole determinant as to wages to be paid.

D.A. student not told what rate of pay to expect.

Possible fine assessed the grocer as a result of the underpayment.

College not subject to penalty.

Recommendation: I suggest that the coordinator-instructor approach the employer with the idea, showing his concern, that the repercussions to the employer once the violation was detected by the authorities.

The coordinator should attempt to remind the employer that we (the school) are concerned with the effects of such a penalty on him, his business, the student, and our school reputation.

Coordinator should suggest that to be fair to all three concerned: the employer, student, and school; the coordinator should take his D.A. student out of the employment situation so that the school is not contributing to the violation.

Further explanation to the employer is necessary showing him that we, as coordinator-instructors have an obligation to the student both in regards to educational values and moral values. We have a responsibility, as well as the employer, to treat the student fairly.

In the event the employer does not want to adjust the wage situation it is the obligation of the coordinator to take this student out of the work situation and not allow the employer to participate.

Professional Internship Exchange Program -
Franklin Pierce School District

Purpose: To provide students with special needs the skills and knowledge necessary to make them competitive employees in our society.

Objectives:

To assist the disadvantaged student in developing proper work attitudes.

To provide the student observations in industries where job opportunities exist.

To provide short-term work experiences in student-selected areas whenever possible.

To provide the student with skills necessary to confront employers effectively and to subsequently gain employment.

To assist the student in locating initial entry-level employment whenever possible.

Implementation procedures:

Develop administrative understanding of the exchange program.

Develop general course content.

Establish course time and schedule.

Select 10 students to participate.

Counsel students individually to provide them with an understanding of the program and to determine their particular needs and desires.

Develop specific instructional material around the needs of individual students.

Begin instruction!

Omak High School - Program Objectives

General Objectives:

Utilize school counselor, Indian counselor, Principal and faculty in selecting approximately 10 students with special needs that stand a good chance of benefitting.

Use 50 minute block of time during 4th period to teach students.

One high school credit towards graduation will be given plus a grade.

Overall instructional objectives will be aimed at preparing students for, at least, entry level employment.

Business representative and teacher will team teach. Teacher will work part-time in business. There will be a successful exchange by both these participants so that each will experience personal growth and understanding.

Specific Objectives:

Develop awareness of business world.

Expose students to broad spectrum of occupations available to them.

Student will be able to identify and demonstrate attributes necessary for:

Effective job interviewing

Effective basic communicative skills

Personality development for individuals

Castle Rock High School-Program Objectives

The Student:

To train the student, in cooperation between business and industry and the educational system, in order to make him more acceptable to society as a contributing member. To prepare the student for acceptance for employment as an entry level worker on the career ladder and to develop his abilities for continued progression in his chosen occupation. Additional benefits to the student will be:

To raise his self esteem by making him recognize and utilize his abilities and potentials.

To have him recognize and adjust to the needs of business and industry.

To encourage an otherwise chronically unemployable individual to be productive and self-supportive.

In order to accomplish the above, it will be necessary to:

Tell the story of work to the student so that the intrinsic rewards will be apparent.

Create a desire for independence.

Show him how the doors of employment will be opened to him.

Teach him the reason and meaning of education.

Teach him the attitudes and values of a contributing member of society.

Create a desire within him for an improved standard of living.

Teach him that work can be fun.

The counseling staff of the school will be utilized to identify the disadvantaged students. Criteria for classification of "disadvantaged" will be any one of the following:

Educationally deprived

Economically deprived

Socially deprived

Ethnically deprived

Intellectually handicapped

The special target will be the potential school dropout as evidenced by consistent low grades, failure to advance, repeated school absences, evidence of hostility towards the educational system. The hope is that this individual may be reached and continued in the educational process.

The school faculty will be utilized to the extent required to teach those subjects required for graduation. In addition, the student will begin pre-employment classroom instruction to prepare him for employment at a training station. When the time arrives that he is eligible for training station employment, he will attend school on a part-time basis and work at the training station on a part-time basis. During his school hours, individualized instruction will be the mode. On the job there will be close monitoring of problems and progression will be the mode. Coordination of school efforts and job experience will be conducted.

Business and Industry

It is felt that not only the individual business or industry sponsor should participate in classroom instruction, but that as many representatives from business/industry as possible should benefit in classroom activities. The classroom will be able to provide the students with a full spectrum of the world of work. The sponsor should be fully involved in preparing training packages designed for individualized instruction along with the coordination. The sponsor will assist in obtaining training stations.

The Vocational Teacher

The teacher should view the entire operation, from janitor to the chief executive.

They should act as a shadow: will not operate a machine or make a decision, but will ask how does the machine operate and why did you decide to do it this way?

Do what the businessman wants in order to be as productive as possible without being disruptive to business or production.

Learn as much as possible of all aspects of the business.

Objectives and Goals for Glacier High School in Office Occupations:

Youth With Special Needs to be Served

Within currently set up cooperative work group which consists of approximately 10 to 20 students in a 2-hour office occupations vocational block. We will single out 10 students with special needs for enrichment by the business representative.

Selection based on the following factors:

Poor academic records or achievement records

Financial or economic need or unemployed fathers

Minority race.

Prior anti-social behavior patterns

Lack of normal motivation, or introverted types

Group to be predominately 17-18 year old, female seniors with some business background. At least typing for one year.

Our school has a self-improvement class for delinquents. We will attempt to recruit any girls channeled to that program.

Course Content:

General clerical skills. This cluster to consist of courses such as:

Typing and shorthand or transcribing machines
Filing systems
Telephone techniques
Human relations including dealing with the public
Simple business machines
Business English improvement

Specific Schedule Plans:

30 hours pre-employment by business representative or his staff.
Approximately 100 hours of regular classroom instruction.
Placement in part-time job training stations by January.
Additional 60 hours instruction, job related, by business rep. and on-the-job by both team members.
Follow-up--two day evaluation by team.

Involvement with Business Community

Business representative will familiarize students with business community through various techniques and experience.

Field trips
Training films used for industrial employee training such as listening and improvement
Review of supervisor-employee relations (employee-work evaluation; performance appraisal; etc.)
Charm school using United Air Lines personnel and other trained experts

Interview training involving application, data sheet, personnel tests and the use of closed circuit TV for micro-simulated interview experiences.

Self-concept and self-confidence area. Motivation training developing initiative, judgment training, career planning, counseling with personal problems and to overcome barriers to success.

Business representative to be member of coordinator's Advisory Committee.

Other Agencies and Faculties

We employed the help of the following from the school community:

Director of Vocational Education, Highline School District, Dr. Ben Yormark
Business Education Coordinator, Highline School District, Mr. Bob Beardempl
Glacier High School Administration including Principal Mr. Ray Hinderlie; Vice Principal, Mr. Tom Gordon; Senior Counselor, Lindy Aliment; and D.E. Coordinator Mr. Bob Hemingway

Business resource personnel and community agencies:

Experienced secretaries from United and/or former Office Occupations students.
Stewardess Appearance Counselor
ASTD, American Society for Training and Development
Mr. Blewett is the Past-President of the 40-member organization, generally comprised of personnel training people. Good work station source
Local regional office of CAMPS, Seattle
Local Burien Chamber of Commerce and other businessmen's organizations
Current and former Advisory Board members
Lynda Rusch Fashion Agency and other specialists in makeup, hair care, nutrition, and exercise, correct business dress
Any worker organization such as National Secretaries Association, Women in Construction, etc.
Bell Telephone for films and training equipment

How to Implement in our School

As early as possible, approximately 10 students with special needs were identified from the regular office occupations group of 20 to 24.

Initial programs will be given to all 24. (i.e. Charm School, Application, Testing, etc.) Subsequent provisions for more developmental vocational training for the lower one-third to one-half or those with the most need. This will avoid stigma of "special education" for disadvantaged.

Glacier facility has adjoining smaller room for these small groups and individual counseling sessions.

Every attempt was made to place the lowest 10 students in the first available job stations. We carefully informed the cooperating employers of our programs.

Vocational Teacher's Role in Industry:

The teacher was on-the-job in various departments of United Air Lines. She sat in as a student in classes taught by her partner for new UAL employees and week's training for new Travel Agents. She also performed some tasks on-the-job whenever mutually beneficial.

Identification of Disadvantaged

The 1968 Vocational Education Amendments state that vocational education programs and services for disadvantaged persons shall be planned, developed, established, administered and evaluated by State boards and local education agencies in consultation with State Advisory councils, which shall include representatives of the disadvantaged.

A Guide to the Development of Vocational Education Programs and Services for the Disadvantaged, prepared by the National Committee on Employment of Youth was the principle source used for definition of disadvantaged youth.

The Supervisor's Handbook for Disadvantaged, prepared by James Blue, Washington State Coordinating Council for Occupational Education, was a primary source of information used by the participants.

The following definition was presented to participants for clarification of disadvantaged persons:

> "According to the Rules and Regulations of the Bureau of Adult, Vocational and Library Programs, Division of Vocational and Technical Education, U.S. Office of Education, the term, disadvantaged, includes persons whose needs for such programs or services result from poverty, neglect, delinquency or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons...unless such persons also suffer from the handicaps described in the above.
>
> Most of the population today considered disadvantaged are the minority groups - Negroes, Puerto Ricans, Mexican-Americans, Indians, Cuban refugees, Appalachian whites and the nation's poor migrant laborers. Although it is difficult to make accurate generalizations about such diverse groups, it is possible to consider their common experience and background and how these factors affect them in their educational setting.
>
> The disadvantaged are concentrated in the central city slums or the rural depressed areas, where the quality of the schools and the academic achievement of the pupils tend to be below the national average. They have difficulty succeeding in conventional school settings and frequently are disillusioned and frustrated by the school system. "Slow learners" in the classroom, they often do not qualify and probably would not be successful under traditional vocational school standards. They have low-level reading ability, limited formal vocabulary, poor speech construction and diction and relative slowness in performing intellectual or verbal tasks. Considered misfits or disrupters, they exhibit hostility and unruliness, or passivity and apathy. Psychologically, they drop out of school two or three years before they drop out physically. Their experience in school has led many to consider themselves as failures when in fact the schools and teachers have failed them by not gearing the educational program to their needs. Nor have the schools succeeded in preparing them for work.
>
> Their work history has been characterized either by unemployment or by employment in menial and deadend jobs. Many have had no opportunity to consider a vocational goal. In some rural families, careers are not encouraged for fear the youth might leave home, or the need for income leads to early school-leaving for a job. The limited employment experience of parents renders them incapable of helping their children make occupational choices. Although they may want training with a definite promise of a job, they resist because they doubt the genuineness of the opportunity or because they fear their lack of experience will embarrass them. Their experience in the world of work and its values has been a negative one."

Characteristics of Students with Special Needs

The following comments will assist participants in understanding disadvantaged students; this information was taken from Preparing to Teach the Disadvantaged, Tuckman and O'Brian, The Free Press, A Division of MacMillan Company, 866 Third Avenue, New York, 10022, 1969:

The first general statement about what it means to be culturally deprived is that it means very often to be biologically deprived and as a result of this and other training factors unwilling to delay gratification. His behavior is toward satisfying immediate biological needs. Strong orientation towards the present rather than the future.

The second general statement about youth with special needs and cultural deprivation is that it produces reduced intelligence as a function of lesser cognitive, perceptual and verbal skills.

A third generalization that cultural deprivation usually means having little achievement motivation.

The fourth generalization is that cultural deprivation yields unfavorable attitudes toward self, others, and society which in turn may result in delinquent behaviors.

Learning to Learn Principle or Capability

The principle encompasses four areas.

A person who has learned to learn must be able to delay gratification or reinforcement, for the fruits of education are considerably delayed after the beginning of the effort.

Learning to learn means having the appropriate skills on which education is based, namely cognitive, perceptual, and verbal skills.

Learning to learn means having the appropriate values, namely towards oneself and one's environment.

Having these qualities means being set to learn. Being culturally deprived means not having learned to learn in many cases.

What can a teacher do for such a person? It is the purpose of this workshop to explore and investigate some of the ways and means whereby we can reach youths with special needs.

Teachers should attempt to reduce the delay in gratification or reinforcement as much as possible. Students like to wear medals. Teachers like to pin them on, not wear them.

Major attempts should be made to relate school experience to real life experience - cooperative programs.

Teach at perceptual levels.

Guidelines

Know the special culture in which the work is to be done. Analyze students.

Know exhaustively the integrating aspects of the various parts of the culture in which the work is being done.

Learn to recognize those new beliefs and customs which are compatible with and which can be readily absorbed into culture.

The teacher must know his own culture.

Take advantage of the pragmatic nature of people.

Do not ask people to threaten what may be an already very narrow margin of material security.

Use existing community leadership wherever feasible.

Learn to detect who the community leaders are.

Think in terms of both the economic and social potentials in the local community and in the wide area.

Select the more "progressive" student for intensive teaching, rather than the more "conservative" student who may need the teaching to a greater degree.

Require payment for services, where such payment is applicable.

One's expertise should give one authority, and this authority should be presented as a fact to the class.

Do not anticipate being loved.

Cooperative Vocational Education

The employment of youth with special needs in a cooperative program is essential towards full employment. The basic source used was: A Guide for Cooperative Vocational Education, prepared by the University of Minnesota under a contract with the United States Office of Education, September, 1969. The following guidelines should be taken into consideration for planning purposes:

Money appropriated under Part G and allotted to the states shall be expended for developing new programs of cooperative education.

Purpose: To provide on-the-job work experience related to the student's course of study and chosen occupation.

Students served: Individuals who desire and need such education and training in all communities of the state.

Priority is given to areas of high rates of dropouts and youth unemployment.

Uses of funds: Programs operation and ancillary services. Reimbursement of added training cost to employers, when necessary.

Payment for certain services or unusual costs to students while in cooperative training.

Federal portion of support: All or part (100%)

Instruction: In-school vocational instruction related to occupational field and training job.

Work periods: Alternate half days, full days, weeks, or other periods of time. (Number of hours of work need not equal the number of hours spent in school.)

Wage payments: Regular wages established for the occupational field. Usually at least minimum wage or student-learner rate established by Department of Labor. Wages paid by employer.

Age limitations: Minimum age 14 as per Child Labor Laws.

Eligible Employers: Public or private.

Administration: Administered by the state or local educational agencies under supervision of the State Board for Vocational Education (C.C.O.E.) in accordance with State Plan Provisions.

Working with Employers and Unions

Vocational educators do not need to be reminded of the importance of maintaining effective relations with both employers and unions. They, more than any other group of educators, have a long tradition or working with industry and organized labor, and have cooperated with them in selecting training, devising curriculum, and making decisions about equipment needed in vocational programs.

What must be accomplished, in addition, when working with the disadvantaged is to secure some definite assurance from employers of a job at the end of training to counteract the all too often proven suspicions of the disadvantaged that no job will be available when training is completed.

There is an expanding manpower need and it is predicted by the Department of Labor that by 1975, 40% of the increase in the work force will come from minority workers.

A sense of civic responsibility and concern over social unrest have motivated many employers to accelerate efforts to hire and train the poor and the disadvantaged.

The formation of the Urban Coalition and the National Alliance of Businessmen, CAMPS, and other organizations and agencies is symptomatic of the accelerated interest.

Unfortunately many of these groups or agencies have failed to work with education or education has failed to work with them.

Vocational educators need to convince employers that cooperative arrangements with vocational education are logical and profitable routes to employing the disadvantaged.

This means outlining the range of up-to-date training that can be done and detailing how it can be tailored to meet needs of employers.

Equally vital is the cooperation of the unions involved since they represent a critical factor in the training and hiring of the disadvantaged.

1. Inform them

2. Involve them

3. Gain cooperation from them

Advisory Committees

Company Policy

Planning career advancement

Job Opportunities and job forecasts

The Washington State Annual Manpower Planning Report, 1970

This report can be obtained by writing to the Employment Security Department, State of Washington, Olympia, Washington. It contains up-to-date statistical data concerning all employment needs. The following is a capsule of the highlights and conclusions of the report:

An estimated 399,100 individuals in Washington State are expected to require manpower-related services in fiscal 1971. Although the majority will require only job referral services, an estimated 109,100 are classified as disadvantaged and most will need more intensive help; i.e., counseling, training, medical aid, and financial assistance. The disadvantaged are defined as persons who require employment-related assistance and who also have one or more of the following characteristics: Under 22 years of age, over 44 years of age, member of a minority group, less than a high school education, handicapped. Each of these characteristics has proven to be a barrier to employment.

Many of the disadvantaged, of course, have more than one of these characteristics and their problems are compounded. The majority of the disadvantaged are white (87,000), but approximately 10,000 of the white disadvantaged were Spanish surnamed. The majority of the Spanish surnamed live in the Yakima Valley and other agricultural areas of eastern Washington. Most find it difficult to move into nonfarm occupations because of a lack of training and language barriers. Their incomes are low and families are large. Approximately 22,000 of the disadvantaged are nonwhite. Although most are Negroes, a large number are Indians. Negroes face many barriers to employment. Racial discrimination is a lessening factor but still a problem. Lower educational attainment, less job training and experience resulting from past discrimination are probably their major employability problems today. Washington's Indians also are at a disadvantage in the labor market because of low educational attainment and little job training and experience, but in addition, they are often located on reservations remote from industrial jobs. In 1959, the median income of Negro males was 36 percent less than that for white males, but for Indian men, the median income was less than half of that of his white counterpart.

Nearly 39,000 disadvantaged persons are under the age of 22. Youth unemployment rates are substantially higher than that for the overall population. Many are school dropouts and most lack job experience and training. Over 22,000 disadvantaged are 45 years of age or over. Many were involved in layoffs after being steadily employed for years. No longer as strong and healthy as before, they are at a disadvantage in competing for new jobs.

An estimated 68,500 of the disadvantaged have less than a high school education. Since high school graduation is frequently required by many employers, the lack of it is a major employment barrier. Unfortunately, dropout rates have been increasing in Washington State since the 1963-64 school year.

The number of nondisadvantaged persons needing employment - related assistance will increase in fiscal 1971 because of layoffs and a slowdown in the state's employment growth rate. Approximately 291,000 will need assistance. Nearly 94,000 are near the poverty level and will slip below it unless they receive help. While most of the nondisadvantaged do not need job training or other intensive assistance, job openings will be scarce in fiscal 1971.

Efforts to help the disadvantaged in 1969 were handicapped by declining employment opportunities. Employment in that year increased by only 26,000 compared with gains of 53,000 in 1968 and 52,000 in 1967. The major factor in the decline was a loss of 13,400 jobs in aerospace employment and retrenchment in the lumber industry due to a nationwide decline in housing starts. In spite of the Employment Service and other agencies, the number of disadvantaged increased in 1969 because of the scarcity of employment opportunities. This was reflected in rising unemployment, increasing welfare caseloads, and higher school dropout rates. Employment opportunities are likely to decline even further. Employment is expected to increase only 6,700 between fiscal 1970 and fiscal 1971 due to additional cutbacks in aerospace and slower growth rates in other industries.

Obviously, while the disadvantaged can be trained, counseled, and given other needed assistance, this will not solve their employability problems if jobs are not available. However, it is essential that the disadvantaged continue to increase their employability through training and other means since they face increased competition. In addition, employment opportunities are expected to begin expanding after the middle of fiscal 1971, and manpower shortages could easily develop at that time.

Specific Assignments for Business and Industrial Representatives

Each business or industrial representative is to prepare a ten to fifteen page report containing the following information:

Define the Audience. Prepare a case history on each student describing the economic, social, ethnic, religious, cultural backgrounds of the students.

Establishing a Concept. Development of a picture of learning outcomes or the idealization of instructional goals.

Purposes. Prepare the major purposes of the internship exchange program.

Entry Behavior. What are the behavior patterns of students as they enter the program? What kinds of personalities do they possess?

Behavioral Objectives. What are the specific instructional outcomes that you wish to obtain? What are the cognitive, affective and psychomotor learning achievements you desire to see change in your students?

Physical Facilities. What unique physical facilities did you come in contact with during your internship? Were there certain things lacking?

Specific Content. What was the exact subject matter content taught to students?

Learning Activities. Did you conduct learning activities which were relevant and meaningful? Did the team accomplish behavioral objectives?

Evaluation. Was there adequate internal-self student evaluation as well as external evaluation?

Support. Did the team become involved with counselors, other teachers, State employment groups, such as CAMPS?

Program Review, Evaluation and Follow-Up. What do we review and evaluate?

The turnover rate of the students or what was the retention factor?

Employment--part-time and full-time.

Behavioral changes in students.

The types of jobs students are interested in and their success in achieving their career goals.

Evaluation of your participation in the program.

Follow-up of students upon completion of the program.

Specific Assignments for the Vocational Teacher

Each vocational teacher is to prepare a ten to fifteen page paper including the following:

A description of the organizational structure of the firm and the philosophy of management.

Employment practices and policies.

Employee attitudes towards their work.

Job analyses: one each on the executive, supervisory and employee levels.

Evaluation of your participation in the firm's operations.

An overall evaluation of the EPDA program:

Did the program accomplish its goals and objectives?

How did you feel personally becoming involved with disadvantaged or youths with special needs?

What benefits did students attain in the program?

What benefits did you gain through the involvement of the program?

Conclusions

The participants in phase one of the EPDA Vocational Internship Exchange Program are to be complimented for their involvement in this project. From all indications, we have an excellent group of people carrying out this first exchange program.

Be sure to mail to me the Participant Data Summary Form OE 7214 as soon as your program is in operation. The project director looks forward to meeting each of you at least once in your local situation. We will have the summary session sometime around the middle of May, 1971. I particularly want to express my sincere appreciation to Peninsula Community College for letting us conduct the workshop on their beautiful campus. Best of luck to each and everyone of you in your endeavors.

William D. Syhlman, Project Director

PHASE TWO

PROGRAM EVALUATION

The ten centers met on the campus of Eastern Washington State College for a two-day evaluation session. Vocational teachers and business representatives seemed to be quite optimistic about the over-all results. There seemed to be a definite congruency between most team members, and the group as a whole worked well in their teaching endeavors.

There were six major aspects to the final evaluation and the teams prepared their final analyses around the following areas:

1. Performance Objectives
2. Exchange Business Representative's Experiences
3. Exchange Teacher's Experiences
4. Student Characteristics
5. Instructional Characteristics
6. Contributions Towards Future Development

Evaluation proceeded around these six past-mentioned areas with Dr. Cas Heilman, Oregon State University, providing input relating to "Essential Concepts and Values to Include in Final Evaluations". Mr. Archie Breslin, Director of Professional Services, Washington State Coordinating Council for Occupational Education, presented a one-hour session on "Evaluation: A Perspective of Professional Development".

Each teacher and business representative prepared a comprehensive report concerning his involvement in the project; this was explained in Phase One of this report. These reports are on file at E.W.S.C.

PROJECT EVALUATION
PROFESSIONAL INTERNSHIP EXCHANGE PROGRAM
IN VOCATIONAL-TECHNICAL EDUCATION

May 14 & 15

Eastern Washington State College

FRIDAY, May 14

9:00- 9:30 - Mr. Bill D. Syhlman, Project Director
Introduction to Evaluation Session
Review of Past Events

9:30-10:30 - Mr. Archie Breslin, Director of
Professional Services, Coordinating
Council for Occupational Education
"Evaluation: A Perspective of
Professional Development"

10:30-10:45 - Coffee Break

10:45-11:45 - Dr. Cas Heilman, Oregon State University
Division of Vocational, Adult and Community
College Education "Essential Concepts and
Values to Include in Final Evaluations"

11:45- 1:00 - Lunch

1:00- 2:00 - Dr. Norman Thompson, Department Chairman,
Business and Distributive Education,
Eastern Washington State College
"The Development and Final Analysis of
Writing Evaluations"

2:00- 2:30 - Mr. Bill Syhlman, Project Director
Explanation of Final Report Form and
Group Procedures

2:30- 3:30 - Group I, Meet with Dr. Heilman, Evaluator

Group II, Meet with Dr. Thompson, Evaluator

3:30- 4:30 - Group I, Meet with Dr. Thompson, Evaluator

Group II, Meet with Dr. Heilman, Evaluator

ADJOURNMENT

SATURDAY, May 15

9:00-10:00	-	Review and Summarize Friday's Group Evaluation Proceedings Dr. Heilman and Dr. Thompson
10:00-12:00	-	Exchange Teams Write Final Evaluation - Explanation to be given by Bill Syhlman
12:00- 1:00	-	Lunch
1:00- 3:00	-	Dr. Heilman and Dr. Thompson will be available for consultation on your final reports.
3:00- 5:00	-	Exchange Teams Present their Final Evaluations to the group.
5:00		ADJOURNMENT

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name: Theodore E. Roberts

School or Community College: Castle Rock High School

Address: Castle Rock, Wash.

Business Representative's Name: James Stacie

Business Firm: Longview Fibre Co.

Address: Longview, Wash.

Performance Objectives:

1. To provide more complete understanding by the Vocational Teacher of the many ramifications of today's complex business and industrial world.
2. To provide a more complete understanding by business and industry of the needs of education.
3. To provide the school with guidance in planning programs which are relevant to the demands of the world of work.
4. To provide employability skills and attitudes for students who would be either unemployable or periodically employable in only the most menial job.

Exchange Business Representative's Experience:

I was chosen to participate in this program due to previous work with high school students in academic career guidance. A significant experience from this exchange was in learning some of the problems of the educational system in handling of the non-academic and disadvantaged students. The rewarding part of this was gaining an insight into the students thinking of how the business world is and their potential role in it. In particular it was rewarding to see the development of attitudinal changes in the students as the year progressed.

Exchange Teacher's Experience:

Since I have had a broad experience in industry, it was only necessary to update my knowledge of industrial-labor relations. This was accomplished through personal contact with representatives from management and labor.

The greatest benefit to the teacher, community, school, and the students was in an area not listed in the objectives. I was new to the school and the community as a vocational coordinator and a cooperative vocational program was unheard of in the community. Through involvement in the program, I became acquainted with civic, business and industrial leaders of the community. The community was introduced to a much better method of "hands on" introduction of their sons and daughters to the world of work and the students became aware that there was a vocational coordinator in the school with a new approach to their career desires.

Student Characteristics:

Since this was to be a pilot program for a much expanded vocational educational philosophy to begin in the 1971-72 school year, students of all academic levels were accepted into the program. This would provide a source of more accurate planning data than if only disadvantaged students were accepted. The following is a matrix of the 19 students enrolled in the program:

5 students - economically disadvantaged and/or
5 students - scholastically disadvantaged
5 students - average (economically and scholastically)
4 students - honor students

Note:
None of the above students are members of a minority race since there are no students of the minority racially disadvantaged in the Castle Rock School District.

Instructional Characteristics:

The Advisory Committee, consisting of a newspaper editor and state representative, banker, Employment Security Department manager and two students, planned the curriculum to be followed during the in-class phase of the program. A unique aspect of the program was that the vocational coordinator did not teach any of the classes. Instead, resource people from the community came into the school to host discussions in areas of their expertise. For example, when the subject "Handling the Paycheck" was being considered by the class, the executive officer of the local bank came to the school. A total of 12 lay individuals plus the industrial representative acted as discussion leaders. Innovative learning experiences were used whenever possible. An example would be role playing in a mock interview held prior to the employment phase. A representative from industry came to the school and held job interviews with the students. The interviews were video-taped and played to the class. Individuals' weak areas and areas of strength were discussed. This type of innovative learning experience was used whenever possible. The curriculum was arranged sequentially to provide a step by step preparation for:
1) securing a job; 2) being successful on the job; 3) being a successful member of the community.

Learning activities during the on-the-job phase included a problem solving technique seminar hosted by the industrial sponsor and the vocational coordinator. In the seminar, problems encountered on the job were discussed. The way in which each individual handles the problem was analyzed and suggestions for improved approaches to problem solving techniques were considered.

Contributions Towards Future Development:

The EPDA program, used as a pilot program, was a success to the extent that it will be made a part of the regular curriculum as a Diversified Occupation course, funded by the school district and expanded to include approximately 30 students. Since substantial momentum has been gained with the joint activities in the EPDA program, it should be retained and used in future projects. One area of consideration could be a program designed to return the high school drop-out to the classroom and create a behavioral change within the potential drop-out which will motivate him toward high school graduation.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Richard D. Parks

School or Community College:

Franklin Pierce High School

Address:

11002 Portland Ave., Tacoma, Wash.

Business Representative's Name:

Gerald C. Kingsbury

Business Firm:

Klauser Corporation, Thriftco Stores

Address:

13819 Pacific Ave., Tacoma, Wash.

Performance Objectives:

1. Attitudinal change of the student to allow a more realistic long-term vocational choice during balance of the high school years.
2. Greater awareness of the occupational opportunities in various industries where these jobs are available.
3. Acquire work experience for short intervals to allow more realistic evaluation of interests towards a particular occupation.
4. Awareness of assistance, private or public, in training for and locating occupational opportunities.

Exchange Business Representative's Experience:

This program made me aware of the problems regarding student attitude towards the educational system and towards furthering their education to become self supporting, productive employees rather than relying on a social system to provide the necessities.

I found it beneficial to be able to work with the students on a personal basis in changing their attitudes and to show them the expectations of employers regarding employees attitudes and skill training.

The program offers the opportunity for industry to become more involved in the educational process and to stress to the students the need for education for their future, whether executive or entry level positions.

Exchange Teacher's Experience:

Provided with the opportunity to work directly with students with special needs, I have acquired a vast amount of knowledge and understanding of this type of student. Because of time limitations in the normal classroom situation - caused by oversized class loads - it is difficult to really locate the problems that concern each student. The EPDA program has offered an opportunity to do a better job in this area. This may, however, have ramifications as to the feasibility of expansion of the program unless some method of maintaining a one-to-one relationship with the students is developed.

The effort and cooperation on the part of administrators and counseling staff in developing the EPDA program has given me greater insight into the problems that confront these people in the administration of such programs. A closer and better relationship between us exists because of this program.

In evaluating my exchange role with the participating industry in the program, I feel two points must be considered most important. First, a better understanding

of the attitude of business towards the role of education in preparing people for work was gained. Second, I can better understand the need for vocational educators to renew their work experience to keep in step with changes within industry.

Student Characteristics:

In a discussion between EPDA members and counseling staff it was agreed that students selected for this program would have the following characteristics:

1. All students would be sophomores or juniors in high school.
2. Each student must have displayed discontent with present educational processes.
3. Each student must show indications of being either educationally or economically deprived, socially or ethnically disadvantaged, or intellectually handicapped.

It might be pointed out that the program included students from two minority groups; one Black and one American Indian. In nearly all of the cases the students showed similar educational backgrounds - good progress through elementary grades, a marked change in academic achievement and attitude at the junior high level, poor attendance, tardiness, and increased disciplinary problems at the high school level.

Instructional Characteristics:

Specific course content included teacher-student conferences to gain a better understanding of each student's individual problems and special attributes. Seminar discussions based on educational and occupational subjects were used to determine students' attitudes towards school and work. Film loops, film strips, and motion pictures, along with speakers and field trips, were used to expose students to occupational opportunities.

Each student was given the opportunity to investigate a specific occupation of his choice. The student was made aware of the vocational training available to him within the secondary and post-secondary educational system.

Traditional classroom procedures were disbanded - no grades, no attendance requirements, students were allowed freedom of the classroom, and students were encouraged to express their displeasure with any present teaching methods utilized. Along with this the students were allowed to select the method of communicating class assignments because it was felt that some had been turned off because of their inadequacy to comply with oral or written requirements.

Contributions Towards Future Development:

This EPDA program established the foundation in both the participating industry and participating school district for continuing efforts on an expanded basis in following years. Over-expansion of the program by the involvement of a great number of students might tend to provide negative benefits because of the inability to maintain the near one-to-one relationship provided by the present program. Because of the EPDA members' agreement that such a program is most beneficial to students with special needs, an effort will be made to encourage increased local involvement of industry with education in a similar manner.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
Thomas E. Schillar	Glenn H. Settle
School or Community College:	Business Firm:
North Kitsap High School	Settle Construction Co., Inc.
Address:	Address:
Poulsbo, Washington	P. O. Box 51, Poulsbo, Wash.

Performance Objectives:

1. To serve youth with special needs through the interaction of a vocational instructor and a business representative.
2. To expose the vocational instructor to the local business community.
3. To expose the business representative both to the needs of the vocational student and to the problems and challenges of the vocational educator.

Exchange Business Representative's Experience:

1. Classroom interaction, including personal interviews with students.
2. Outside class discussion and feedback with the vocational instructor.
3. Vocational exploration with students, both through giving in-class assignments and through taking students to various governmental and industrial firms.

Exchange Teacher's Experience:

1. Intensive programmed learning activities; i.e., lectures, discussions, buzz groups.
2. Incidental learning situations; i.e., informal counseling, discussion.
3. Counseling activities.
4. Interaction with business representative.
5. Interaction with local government and business community.
6. Interaction with other colleagues in the teaching profession.

Student Characteristics:

1. Poor past success in school.
2. Majority held back at least one grade in school.
3. Majority with serious reading problems.
4. Poorly socialized, not particularly popular.
5. Below average in overall physical appearance.
6. Low aspiration level.
7. Negative attitudes about entry level jobs.
8. Lack of direction.
9. Poor ability to follow through specific assignments.
10. Tendency to give up before a task is completed.
11. Limited vision of their relationship to the future.

12. Poor attitude about the necessity of working to support themselves.
13. Inaccurate self-image, often consisting of rationalization.

Instructional Characteristics:

1. Academic
   a. Why Work series of motivational materials.
   b. Job application forms.
   c. Daily newspapers used to show available job opportunities.
   d. Group discussions to accomplish behavioral objectives.

2. Socialization
   a. Informal interaction with students.
   b. Extracurricular activities interaction.

3. Vocational Exploration
   a. Vocational awareness assignments.
   b. On-the-job investigations.

Contributions Towards Future Development:

This program could be implemented effectively in the future given changes in the following areas:

1. Transportation of students.
   Placing students on jobs was made difficult because of a lack of transportation. The distance from school to job in our locale is often thirty or forty miles, and none of the eleven students in our group had private transportation, as many of the mothers of the students work and, because of inadequate family funds, the students cannot get to jobs.

2. Employment opportunities in local area.
   Presently a fifteen percent unemployment rate exists in the North Kitsap area, making the finding of gainful employment for vocational students a most difficult, perhaps an almost impossible task.

3. Size of vocational educator's teaching load.
   Because of the educator's teaching load, it was difficult to organize effective experiences for these students. Perhaps a summer program could alleviate this difficulty.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Dennis Carlton

School or Community College:

Omak High School

Address:

Omak, Washington

Business Representative's Name:

Scott R. Settle

Business Firm:

Atlantic Richfield Company

Address:

Omak, Washington

Performance Objectives:

At the beginning of the project we set down several objectives that we wanted the ten students selected to be introduced to such as:

To prepare ten students who were identified as being disadvantaged, for entry level employment.

To bring the business representative into a teaching situation and the teacher back into the world of business.

Exchange Business Representative's Experience:

The business representative was involved in a daily classroom instructional situation. The team teaching situation allowed him every opportunity to share his own personal experiences and knowledge with the students. The entire project was very informal and through this he became involved with the students and their ideas. From this contact with the teaching world he became aware of the problems and many of the faults of the educational system. Like, how can you help a 16 year old that has such a poor background that he can't read or write basic English?

Exchange Teacher's Experience:

In evaluating the teacher participation in the firm's operation, it was a successful exchange program. The teacher was given every opportunity to get right into the middle of the operation of the business. This allowed for the success. His duties involved driving truck, delivering gasoline, sales work, and becoming familiar with the sales reporting procedures of the company. This situation was particularly interesting in that the businessmen related many of the day to day routines to the school teaching situation.

Student Characteristics:

Our project at Omak consisted of 10 students which we felt met the requirement of being disadvantaged. The composition of the group covered a wide range of abilities running all the way from the high risk student to the low risk student. Our class consisted of four females and six males and the majority were from broken homes and expressed the belief that their parents were providing no real push or encouragement for their future.

Sue--high school drop out returning, dynamic personality
Lori--Indian minority group, very shy
Loretta--Indian minority group, very shy
Ken--poor student, obtained selection into next year's D.E. program
Ken--poor student, obtained good job at local Safeway
Mike--welfare background, poor attendance at school, very slow learner
Debbie--poor attitude about school, low income family background
Bill--police record, hostile toward school environment
Vern--very low level scholastic achievement level
Art--Indian minority group, very shy and withdrawn

Instructional Characteristics:

1. Attention that led to friendships
2. Confidence in applying for a job
3. Letter writing skills
4. Overview of the free enterprise system
5. Telephone and other personal manners
6. Tips on personal appearance and grooming
7. A strong look at occupations that were within their reach

The benefits the students attained from this were many. And the mere fact that we gave these students special attention was the overriding factor that benefitted the students.

Contributions Towards Future Development:

The contributions toward future development were a little difficult to visualize in the beginning of the project but became more obvious as we progressed. This project was meaningful to both participants and the students as well. The time factor was no doubt the largest problem in the entire project. Many hours are necessary for a project of this type that are not readily anticipated. A project of this type offers the individuals involved a challenge to succeed which overrides the fact that it is so time consuming.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Patricia Anderson

School or Community College:

Glacier High School

Address:

2111 S.W. 174th, Seattle, Wash.

Business Representative's Name:

Richard Blewett

Business Firm:

United Air Lines

Address:

2856 S.W. 170th, Seattle, Wash.

Performance Objectives:

1. To select and train in office and clerical skills, 10 disadvantaged students from the population of the Office Occupations program with the combined teaching efforts of coordinator and business representative plus the use of other resource personnel. Also, to provide work experience using this training.
2. The business representative to experience classroom teaching, student counseling, and to learn the inner workings of the school setting.
3. The coordinator to study and evaluate a particular industry by visitations, interviews and participation; thereby learning the needs of that business and employee functions at entry, supervisory and executive levels.

Exchange Business Representative's Experience:

The Professional Internship Exchange Program has been an extremely interesting and fascinating experience for me. Prior to this endeavor, I had the mistaken impression that most all high schools were teaching obsolete material to the business and commerce students. However, this is not the case at Glacier High School. Mrs. Anderson, the other teachers I met, and the administration are fresh, up-to-date, and dedicated to producing confident and well prepared students. In addition to the classroom presentations I made, I was especially pleased to bring to the students a current and authentic voice of the business world. I felt that one of my major contributions was interviewing the girls on video tape.

Exchange Teacher's Experience:

To be welcomed on the inside of business to study their needs, and to realize that if confronted correctly with the special needs of some students that industry will help, is a complete revelation for me as a teacher. My posture as an educator has been enhanced by this exchange association.

Vocational education need not take a second place to academia if business continues to add credence to vocational training. These students did, indeed, feel special as they were made aware of their innate value as individuals and their value as future employees. Observing another approach to teaching, by the business representative, had much value and being a student with your students bridges the gap considerably. It is my hope that this program can be expanded to include all business teachers on a continuing basis. Specifically important studies at UAL were employee evaluation and applicant testing. This knowledge

will help in curriculum development. I was also able to take a week's course for the training of travel agents through this exchange. This knowledge I will use next year to innovate a simulated model office situation using the travel industry as a basis. To have your teachings reinforced by a successful, respected business representative cannot help but elevate your effectiveness.

Student Characteristics:

See attached Deficiency Chart.

Changes and/or outcomes:

Debbie: Attendance improved but now out of family home and slipping.
Sherry: Very successful in few job situations (Temp.) Promise of BKKG job.
Steve: Matured somewhat, success as teacher's aide.
Kathy: Developed self-confidence on job interview for KITES.
Judy: Success in office job, has been offered permanent position.
Patty: Success as library aide, good possibility for permanent office job.
Peggy: Some improvement in appearance, success as a library aide.
Donna: Much more confident, successful office assistant, possibility of a summer job.
Lulu: More outgoing, less nervous, will be a dance instructor.
Vicki: Transferred to DE class, and is doing well at a hospital kitchen helper job.

Six additional students from the District's drop out program received forty-five hours each of individual typing improvement and guidance from coordinator. The outcome was successful in that each is back in the mainstream of school, four will graduate and two others plan to continue vocational training at Glacier High School.

Instructional Characteristics:

Use of resource personnel for Charm Course, job orientation, interview training, and micro-simulated TV interviews with follow-up self and other student analyses. Leadership and extra-curricular experience through FBLA organization in class. Industry provided attitudinal films and personal counseling sessions. Attendance improvement through responsibility training (calling in if ill, etc.) Core skill measurable improvement after intensive training: Typewriting speed increase, 12.8 words per minute; accuracy improved, 1 less error: Test, 5-minute timed writings with 1.34 si. Business Communications improved by use of pre- and post-test approach using industry programs ("Effective Listening" and "Letter and Report Writing") and English Skill BLDRS. (Mechanics, Spelling) Work Experience achieved through use of simulated model office in insurance (2 hours per day.) Also, Work-experience days observing and working, later evaluating and discussing types of offices and work situations. Finally, part-time permanent work-stations and into the "World of Work."

Contributions Toward Future Development:

Business is dynamic and changing rapidly. If business educators do not keep abreast of those changes, they have no business teaching business!! This type of exchange can up-date educators technologically by actual practice and involvement in the kinds of industries their students are preparing for. The program should be for all vocational students' benefit, not just for the disadvantaged.

Our exchange will be an on-going relationship whether funds are available or not. Mr. Blewett will advise me and arrange for training of students to set up a simulation in the travel industry for next year.

The measure of success is also evident in the feeling on the part of students that business really cares and is interested in them. The students continually ask when Mr. Blewett will be around again. They have another friend...a business reference...another viewpoint. It is good. Vocational educators must have had business experience, but that experience should be refreshed frequently. Through an exchange such as this, this goal can be accomplished.

Student Deficiency Chart

Student	Deficiency									
	A	B	C	D	E	F	G	H	I*	J
1. Debbie	X		X	X	X	X	X	X	7	X
2. Sherry	X		X	X			X		22	X
3. Steve	X			X				X	21	X
4. Kathy			X		X			X	18	
5. Judy		X	X						16	
6. Patty	X			X		X	X	X	10	X
7. Peggy	X		X	X	X		X	X	14	X
8. Donna				X				X	12	X
9. Lulu	X		X	X	X	X		X	6	
10. Vicki							X	X	13	

Deficiency Codes

A: Family problems - broken home
B: Minority race
C: Appearance problem (overweight, acne)
D: Little or no religious affiliation
E: Introverted, shy, quiet
F: Poor academic record
G: Poor attendance record
H: Little desire for higher education
I:* Wonderlic score
J: Little or no work experience

*The Wonderlic is one of the best known short tests for industrial screening. It is an adaptation and abridgment of the Otis Self-Administering Tests of Mental Ability, Higher Form. The Wonderlic appears to have the highest validity in the selection of clerical workers. A score of 20 or above is considered acceptable as a good employment risk.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Don C. Isenhart

School or Community College:

Wenatchee Valley College

Address:

Wenatchee, Wash.

Business Representative's Name:

L. H. Craven

Business Firm:

J. C. Penney Co.

Address:

Wenatchee, Wash.

Performance Objectives:

1. To reach and help a group of approximately 10 young people who were socially, economically, or psychologically disadvantaged. This was accomplished by the selection of 11 students who had histories that indicated that they were disadvantaged.
2. To improve the employability and the future potential of these students, by instruction aimed at changing their attitude toward business and society, assisting them in getting jobs, and encouraging them to get a useful education.
3. To bring businessmen onto the campus, and get them involved in assisting education.
4. To get the instructor involved in business - a re-education process for vocational instructors in business subjects.

Exchange Business Representative's Experience:

An enjoyable experience, even though a bit frustrating at the outset. I benefitted from the experience of personally getting involved with each of the students, and accepting the challenge of helping them develop a better attitude toward the world of work, and helping them become better citizens.

Gratifying to the point that in three or four students we felt we could see some measurable improvement in the motivation and skills. My involvement in the college makes me more aware of its value in terms of developing future business prospects.

Exchange Teacher's Experience:

Working in the J. C. Penney Co. was an extremely valuable experience. My business experience was in a privately-owned furniture store. I had no experience in a chain operation, nor a department store, nor a business of this size.

I have been out of touch with actual management for five years, a long time in this fast changing field.

The unrestricted access to all phases of the operation that was provided to me gave me an opportunity to learn much about modern merchandising and management that will improve my instructional ability. I was given the basic training program which all new employees must take. This was a new experience to me, and will assist me in instruction on how to get a job, and on training programs.

Student Characteristics:

In general, all of the students displayed obvious social and economic problems; poor employment records; poor attitude toward society; shy; reserved and unaware of the motivation and skills needed to hold a job; history of low grade averages or complete drop-out in high school. Nine were whites, one was an Alaskan Eskimo, and one a Mexican-American:

Steve-- Age 21, married, high school graduate, farm laborer since high school. Obtained full-time employment at Cashmere Safeway, and dropped out of school.

Rick--Age 23, single, Navy veteran, definitely lacked motivation and desire: poor attitude toward school and big business. Is still enrolled in college, in the Sociology department, and has now established a grade-point of almost 3.

Charlie--Age 22, married, high school drop out; hates his family; he is employed full-time as a laborer. Never volunteered a comment, and was reluctant to participate in any class discussions. Is now much better toward employer, has continued in school, working toward a G.E.D. diploma.

Cliff--Age 21, high school drop-out; served time in correction institution. A sensitive young man; parents refused any love or understanding, so he is living with an aunt. We helped him obtain a job, which has given him confidence. He is making a good adjustment, and we are proud to have had a small part in his achievement. He now knows that someone has faith and confidence in him.

Don--Age 18, high school graduate; very shy and reserved; good family background. He was hard to draw out and get to know, and seemed to have no motivation. He is still in school, but not reaching his potential.

Chris--Age 19, a full-blooded native Eskimo; single, pregnant; had worked as a secretary of some sort at an Air Base. Shy, reserved, lonesome. She was referred to us by the Indian Service, and was being sponsored in school by the Children's Home Society. Never really became involved, although we did help her get a small job as a secretary. After the baby was born, she dropped out of school.

Pat--Age 23; 7th grade education; 2 years in the Army, with a hardship discharge; wants to improve, but just plain lacks the mentality to learn. He is still enrolled in school, utilizing his veteran's benefits, but not doing well. We have asked the counseling staff to help and guide him.

Bob--Age 19; high school graduate; family in orchard business, where he has employment; poor attitude toward education. He is drawn within himself and borders on being an introvert. He does not like school, likes orchard work, and could develop the ability to handle people, as he matures.

Ron--Age 23, father is a successful businessman in the community; 3 year veteran of Viet Nam. Employed full time on railroad. He had a very poor attitude toward education, business, sarcastic with instructors and other students. Is still in school, and has been promoted on the job, and recently elected to a major office in the Management Club.

Gordon--Age 19; high school graduate; enrolled in Mid-Management program to obtain employment. His interests seemed to be in Auto mechanics, not in the academic world. Our only help to Gordon was to improve his ability to get along with people. He is currently working full-time as a mechanic, but is enrolled in one night class at the college.

Carlos--Age 19; high school graduate; enrolled in Mid-Management for help in getting a job in business. He is from a family of farm laborers; wants to improve but lacks the motivation to "do it better." He obtained a job, but continued absenteeism lost it for him. He is still in school, in Mid-Managment but has not been able to find employment.

Instructional Characteristics:

Our efforts in this area were directed toward the following objectives:

1. To improve their employability
2. To improve their attitude toward business and society
3. To teach them personality skills that would help them get and keep a job.
4. To inspire them to continue their education.
5. Three small books were used as texts:
   a. How to Win Friends and Influence People, by Dale Carnegie
   b. Your Attitude is Showing, by Chapman (SRA)
   c. The Management of Human Relations, by Gellerman

Contribution Toward Future Development:

Although we do not feel that there is the need, in our area, nor the awareness of the problem, that exists in other parts of the state, we feel that there is a place for both phases of this type of program, aid to the disadvantaged and increased involvement between business and education.

As far as the disadvantaged student is concerned, probably this type of program should be centered more at the level of the high school, because the problem starts there. The people are there and don't have to be recruited, as they do on the college level, and the level of their educational needs is more nearly high school.

If the program is to function at the college level, it should carry provisions for tuition grants that would help the students start, and keep them in school.

It would appear that business and industry is interested, willing, and able to carry its share of the cost of the program, as regards providing the business experience for the educator, classroom and advisory assistance to the students and employment opportunities. The college could provide the instructional facilities and the staff, from the generated FTE's, if tuition could be provided.

With proper preparation of both the businessman and the instructor and sufficient time (longer than one quarter, or the 90 hours allocated this time) the overall results should be very productive.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name: Dennis W. Bilow

School or Community College: Port Angeles High School

Address: 304 East Park, Port Angeles, Wash.

Business Representative's Name: Darrel M. Vincent

Business Firm: United Olympic Realty

Address: 707 East Front, Port Angeles, Wash.

Performance Objectives:

1. To bring together eight disadvantaged youths for instruction on the world of work.
2. To introduce the students to the attitudes necessary for work, personal grooming, how to apply and hold a job, human relations on the job, economics of employment, personal budgeting and family and community relations.
3. To bring the business representative into the school.
4. To bring the teacher back into the business.

Exchange Business Representative's Experience:

As a businessman and having never before been involved in any form of instruction, I was amazed and horrified at the job and work that each teacher has to carry. When I was first approached by Mr. Bilow and he explained what was expected of me, I felt that it would be very simple to work with people in a field that I know so well, especially under-priviledged children. Under-priviledged to me always meant mentally inept. To my horror, I found out that these kids were brilliant. I don't mean in the three R's but in grasping and retaining actual happenings that affected them directly. I only pray that these kids learned half as much from me as I learned from them. Of the eight that we worked with, my opinion is that if we helped one, and I am sure that we did, I have accomplished more in that 90 hours than I did in my whole life. I am convinced that if the business people of the community could have experienced what I did, they would try to have this project worked out on a larger scale. Not only to help the student, but the community as well. We found that by this extra effort and guidance, the students were finding not only pride in themselves, their work, and their appearance, but self-confidence as well.

Was this a successful project? I can only answer for myself. I would be very proud to have any or all of these kids working for my firm at this time, whereas if they had come to me before I worked with them, they wouldn't have gotten by the front office. Now they know how to make an appearance and hold their heads high while doing it. In short, I feel we have taken potential welfare cases, as most of the parents are, and made them an asset to the community,

The following is one of the direct contributions that I made to this group. Some of the students changed in a very outward fashion. The most amazing feat that took place in this group involved Craig. Craig was a boy who could not communicate with people and also stuttered. He wasn't ignorant, he just couldn't talk. Every opportunity we got, we would direct a statement to him, calling for an

answer. At first we could only get a nod or shrug from him. Today this same boy is announcing the school news on our local radio station. We do not claim all of the credit for this, but I am convinced that we were most definitely a motivating factor.

Exchange Teacher's Experience:

Being able to participate once again in the world of business, I was shocked into once again being part of society where nothing is given to you unless you work for it. Teaching is a position where you instruct and each month you collect your paycheck and no one is there to ask "did you earn it?" Being able to watch Darrel as he approached a customer, sell himself to that customer and ultimately sell the product to the customer, really opened my eyes once again to the fact that if you want to survive, you have to earn it. If the energies which the business man expends each day were to be exerted in the classrooms, we would never have to worry about our youth of tomorrow.

One person who was really motivated, was a man named Bill. Bill was an unemployed mill worker, uneducated except for hard work, and who didn't fit the typical mold of a real estate agent in any respect. His chance of failure was 90% as stated by the broker, but through hard work and a desire to succeed, this man is now one of the top agents in the office. By this example and by just being around the office, I studied for and took the State Realtor's Examination. I took it not because I was forced to or that I felt an obligation to do so, but because I really wanted to. I feel that this experience helped me not only in school, but also in my personal life, and I hope that it will be continued in the future.

Student Characteristics:

Students in the program came primarily from broken homes. They lived with either one parent or the other. Their home life was nil as the parent usually held a nominal type of job with low wages or was on welfare. Two of the students lived with an atmosphere where one or both parents were alcoholics. These students were extremely difficult to work with as they had neither parental guidance or a goal in life for which to strive. Attitudes towards school, work and life were poor.

Craig	Had stuttering problem and is now doing school news on the radio.
Steve	Lived with relatives, had bad attitude, and is now interested in management at Albertson's.
Jim	Both parents are alcoholics, is now working at a mortuary.
Jerry	Father is a disabled alcoholic, mother works full time, Jerry is now working for Forest Service.
Betty	Parents divorced, she is very nervous. Now working as a waitress.
Lynn	Forced out of program due to family problems.
Kathy	Welfare family when father died, now wants to attend beauty school.
Debby	Quit school because of family problems.

Instructional Characteristics:

This was an unstructured time where interaction between instructor and students was conducted. Scheduled topics on certain areas were presented where students could agree or disagree, but which brought out interaction within the group. Seminars were presented to give us a chance to work with the students on a one to one or a small group (2-3) basis. Additional speakers were brought in for reinforcing the lecture in the areas of grooming, attitudes and the field of work.

Contributions Toward Future Development:

This program must be further developed. Granted it is time consuming and expensive, but just the accomplishments that we feel we achieved was worth 10 times the cost. In working together, we have taught each other the problems which teachers face and also the problems faced in the ever changing world of the businessman. In our conversations with other businessmen, they along with us, are convinced that the whole community has benefitted from this project.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Wilfred J. Morrish

School or Community College:

Peninsula Community College

Address:

Port Angeles, Wash.

Business Representative's Name:

K. Dale Bruseau

Business Firm:

ITT Rayonier Inc.

Address:

Port Angeles, Wash.

Performance Objectives:

1. To train ten students with special needs to make them more acceptable to society for employment by business and industry.
2. To assist the trained students in obtaining employment.
3. To develop and evaluate a continuing work history experience in order to improve present training programs.
4. To initiate true cooperation between the business community and the educational system.

Exchange Business Representative's Experience:

1. No previous classroom experience before starting this program.
2. No communication between our industry and the college previous to the inception of the EPDA program.
3. Many close associations now formed as a result of this program. Students from other classes in the college now using plant staff to assist in a number of special projects.
4. A continuing close association is planned with a number of exchange speakers.

Exchange Teacher's Experience:

1. Provided a greater awareness of the changing needs of industry.
2. Learned how mill management and employees function within the framework of a union contract.
3. Illuminated the many possible areas of cooperation between industry and the Community College.
4. Reinforces classroom discussion by practical contact with the work force.

Student Characteristics:

1. Under achievers
2. Poor readers
3. Poor work history
4. Poor listeners . . . resulting in problems following instructions
5. A pronounced inability to communicate

With the help of the Peninsula College counselors ten students with special needs were selected for our class. The class consisted of three females and seven males. Four of these students were being funded by the W.I.N. public assistance program. All their records indicated that they were under-achievers. Our classroom contact soon indicated that they had a number of common liabilities . . . poor

reading skill, an inability to communicate, to listen, or to follow instructions properly. All of this contributed to very poor work histories.

One student has now been counseled out of the class. The remainder are continuing in college with two men now working on a part time basis. One other man is immediately employable, and a maximum effort will be made to assist him in finding full time employment at the end of the quarter. The others, although still actively participating in the program, are as yet only very marginal prospects for employment.

Instructional Characteristics:

1. Seminar basis
2. Detailed discussions on job finding techniques, work applications, and the importance of the initial interview.
3. Utilization of inquiry and project method to increase listening and communication skills.
4. Heavy accent on the needs of industry and the job responsibility of the individual . . .such as reporting promptly, following instructions exactly, and working safely.
5. Close personal involvement on an individual basis . . . classroom work and counseling.
6. To provide an awareness of the rewards available for adequate work habits and responsible performance on the job.

Contributions Toward Future Development:

1. We anticipate a continuing close connection between the industry and college involved in this project.
2. There will be closer connections between the industry and the lower school levels.
3. A greater interest and awareness by industry in the materials covered in the classrooms at all levels.
4. An ongoing and expanding cooperative effort to assist students with special needs.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Gerald W. Jones

School or Community College:

Spokane Community College

Address:

3403 East Mission, Spokane, Wash.

Business Representative's Name:

William E. Shelby

Business Firm:

U.R.M. Wholesale Grocery

Address:

North 7511 Freya, Spokane, Wash.

Performance Objectives:

1. To combine the talents of the related industry and education to provide a learning environment for students with special needs.
2. To effectively use attitude setting material to raise the self esteem of all students.
3. To plan for and encourage open participation and involvement by students.
4. To use lesson plans and materials whereby the student may gain a real sense of accomplishment with a "hands on" approach.
5. To train the student so that he is prepared with entry level skills that are needed and accepted as valid by business and industry.
6. To provide work stations and job opportunities and evaluate the students to determine which ones are capable of handling a job.
7. To follow-up students after classes end, on the jobs to:
   a. evaluate effectiveness of the training program
   b. communicate to the student the real concern held by the instructor for the future success and job happiness

Exchange Business Representative's Experience:

Checker and Sales Training--My experience comprised auditing classes at the onset; developing and implementing class tours of U.R.M. Grocery Distribution Center and retail grocery stores; assisting in class presentations when needed and requested; provided guest business speakers when needed and requested. It was a surprise to see the depth and extent which the trainers worked with the trainees, i.e., in personal health hygiene, "a daily bath is a necessity, as is use of a body deodorant." The close empathy held by the teachers with the students allowed them to communicate on many "personal" subjects which would otherwise seem to be unreachable topics. Class participation and response was excellent! No one held back in a class of 27 girls, the atmosphere was such that they wanted to be heard! The boys with special needs (low I.Q.) were placed so that they were part of a regular class, treated the same. They were not reprimanded for poor response on written tests. They were openly encouraged on the "hands on" training activities at which they excelled.

Exchange Teacher's Experience:

In the evaluation of the teacher's experience there is a need to break this down into two sections. One being, his experience with the type of students involved in this EPDA Program; the other, his experience in both the coordination with industry and exposure to industry.

In the field of education and especially in the area of Adult Distributive Education, the contact with the students with the characteristics of the special needs is infrequent. Having been involved in this program and with the category of students it requires demonstrated to the instructor the need for both awareness and being involved. When we have the personal opportunity to receive an education and be involved with those that have similar circumstances, we sometimes are completely unaware of some of our society's externalities. With these students it was necessary to show them that someone really does care. Along with this, to show them that someone is willing to consider them and their "handicaps." I found a real need to develop a frame of reference with the special needs people. In so doing I began to identify with them and get involved.

The function of coordinating with the Business and Industry Representative was revealing. I would have to say that there was almost absolute cooperation. When called upon to perform in segments of our program that were not pre-planned, Industry was readily available. Providing the exposure to the instructor so he could identify his classroom activities with practical applications was executed. The exposure created a learning environment both for the instructor and for the student that was realistic. A future span between business and education has been cemented by this EPDA program.

Student Characteristics:

Checker Training--Collectively the several classes worked with required a great deal of personal attention. Of these 98 percent were female; 20 percent divorced; all unemployed; no attendance problems; unskilled in field; 10th grade educational background; 60 percent of the group capable of being trained to point of developing a marketable skill. Eager for approval; rejected by society in many cases: highly motivated personally to obtain employment. On class entry many possessed deep seated fears in apparent negative attitudes. Examples listed below:

> Young man, 25 years old, two terms in Monroe, fathered child out of wedlock, feared society, defensive, negative attitude, motivated towards going right. Through class participation has overcome most of these obstacles and has gone to further education in a Mid-Management program.
>
> Woman, 50 years old, two nervous breakdowns; possessed an overwhelming fear of failure; strong attitude of "I can't, I can't". Excellent family background, economically and socially accepted. Through training has developed realization that she has abilities for accomplishment. Self esteem and attitudes measurably improved.

Box Boys--Collectively, I.Q. range 75-80; an inability to think, communicate, or perform educational skills common to their chronological age; high school juniors; wide variation of attitudes towards work among the boys; definite lack of work experience; no past record of delinquent problems; all were from established homes having both parents; unable to comprehend and perform written exams; hesitant to respond to oral questions. Good attendance, friendly and receptive; showed a need for reassurance and repetition in the learning situation.

Instructional Characteristics:

Both programs contained these characteristics: first considered were the individual needs of the students; a carefully planned outline for training was utilized; effective use of films, hand out materials, and class projects were noticed. A "hands on" approach was used wherever possible, to get maximum involvement. An in-depth empathy teacher-student relationship which promoted open communication

was present. A real warm,friendly approach was used. Correlation of classroom activities to real world activities through effective examples, visiting business people and business tours. Classroom environment was excellent in that it contained real equipment for simulation work. Positive attitude setting materials were used throughout the entire program. Finally, provisions were made for actual industry training stations and on the job placements for the students after the training was completed.

Contributions Toward Future Development:

The combination of education and business in these programs was very effective and resulted in positive benefits for the students. The basic frameworks of the course contents were already established, however, the additions to these are worth mentioning. Business representation can help to keep the goals and objectives for the training to fill a real need in the business world, and not just an educational goal. The joint efforts can continue to help the business community be aware of the effectiveness of vocational instruction available in the community colleges.

The closeness of the teacher-business representative-student should be copied where possible so as to get maximum effectiveness in a short period of time. The in-class representation of business in class lectures, participation, and business tours should be continued. The in-business activities of the educator can certainly help in keeping the classes on target. Business involvement in the educational role has created a cohesion between the two. More programs at other levels of instruction are needed. Develop an awareness of those with special needs by creating a program for the education of society as to the problems. Relax some of the more rigid laws and regulations to allow more students to participate in industry activities.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Joseph F. Frostad

School or Community College:

Walla Walla Community College

Address:

1454 Grant, Walla Walla, Wash.

Business Representative's Name:

Clarence E. Baker

Business Firm:

Birdseye Division of General Foods

Address:

P. O. Box 1398, Walla Walla, Wash.

Performance Objectives:

1. To help individuals with special needs to compete successfully in the labor market by: helping the individual understand the business system, his attitude towards work and the system, his available skills or lack of them, his attitude towards himself, family and fellowman, and his need if any, for additional education or training. This is to be accomplished by acquainting him with the vast variety of work situations and types of jobs.

   Results: 6 participants in gainful employment
   2 participants enrolled in community college
   1 participant in a training program
   2 participants plan to complete the G.E.D. program
   3 participants plan to enroll in vocational training

Exchange Business Representative's Experience:

Although more limited than desired, however, it was interesting and revealing. Participation by business in the educational system should be increased for its own understanding of the system of education and its problems. Business representatives have serious time conflicts, therefore, scheduling is important. It should not be tight, that is, very frequent, during normal work hours and, where possible, flexible. The business representative should be as deeply involved as possible with the students and the planning. My participation was too limited due to unforseen business problems. This resulted in my becoming mostly a resource as opposed to a full participant. This program for various reasons operated under serious time pressure, probably the most important reason was the time it took to locate and select the students. One constant feeling was that the program was somewhat out of place at the community college level, this was reinforced as the program developed.

Exchange Teacher's Experience:

The involvement in industry highlighted the problems of management today, the attitudes of workers, and how much decision making is required in the everyday operation. Also valuable was the recognition of scientific and unscientific, and theory X and theory Y management in a direct coexistence.

Specific experiences and knowledge gained that can be used in the classroom would be too numerous to list here. Courses that will benefit by this instructor's

experience will be Introduction to Business, Personnel Management, Accounting, and Principles of Management.

The major benefit of the exchange, however, is the recognition of how much theory in the classroom must be tempered with practicality. Students must be taught that no matter how defensible you make theory, practice may dictate otherwise.

This exchange should be a continuous program as business and industry, instruction, and the students will all benefit.

Student Characteristics:

Ages: 20-41
Races: 8 Caucasions, 4 Mexican-Americans, and 1 Negro
Disadvantages: 5 racially
5 physically
1 elephantiasis
3 industrial injury
1 drugs
2 mentally
13 economically
All students had had little or no success in the labor market.
Knowledge gained from working with the participants:

1. The social shyness of the Mexican-American outside his peer group, and the fact that many of the Mexican-American youth drop out of school to help support their large families.
2. The problem of getting certain welfare recipients reclassified so that they can be placed in funded training programs This is especially apparent in reclassification of the mentally handicapped.
3. The disadvantageds' acceptance of temporary employment and their lack of concern about security and suitable work, that is work that recognized their abilities and characteristics. This poses a problem in keeping disadvantaged persons in a program until its conclusion. Immediate opportunities take precedence over long range benefits as far as they are concerned.
4. The inability of the physically handicapped to recognize his handicap in vocational planning.

Instructional Characteristics:

Knowing that we would experience many individual problems, we decided to divide our 90 hours into thirds. One-third for counseling; one-third for instruction which included discussions, communication, guest speakers, testimonials, and field trips; and one-third for work placement, vocational planning, and work coordination.

After the program commenced, however, we found it necessary to spend more time working on a one-to-one basis. Approximately one-half of the time was devoted to individual counseling and vocational planning. Because of this individual concern, five of the participants have either enrolled in or indicated that they will enroll in some educational program---two to finish the high school equivalency program.

Testimonials were used for success identification, not vocational identification. During the testimonials the way to success and what an employer looks for from an employee was stressed. One of the testimonials was a successful Mexican-American's. Vocational identification and exploration was done on an individual basis.

Contributions Towards Future Development:

We view this in two ranges short and long. From a short range view the community college should have a program, as well as regular programs, to help the potential or actual dropout at the high school level. Long range, this program is best suited for the high school level as a method or device to keep the students in the system. They need to prepare themselves for the "world of work" and to utilize their abilities. Starting the program early in the high school provides the time to affect a change in attitudes not possible at the community college level. It provides automatic follow-up and feedback, because the students remain, for the most part, available.

The need for very low student-teacher ratios is vital to success. The word teacher includes both the academic representative as well as business representative. Assuming a class of 100 there would be a need for at least 10 business representatives and more than one educational representative. "Teacher" knowledge of the individual student is vital to success.

It is believed that industry and business will actively support and participate in such exchange programs without concern for remuneration or other compensation. This is if they fully understand the needs and goals of such programs.

In retrospect, selection of the test group should have come from within the community college rather than from without. Even though there was apparent success in meeting the program's objectives, working from within the institution would provide an opportunity for greater benefit by providing data to the participants' other instructors. If this data is utilized by other instructors, it should increase the student's chances of success. It would also provide feedback to the program's local "directors" of the effectiveness of the program and data for modification thereof.

Involvement of teachers in industry should be continued and expanded so that their teaching better reflects the real world as well as to show with real situations the relationship of theory and practice. This gives teachers more authority and believability.

SUMMARY AND CONCLUSIONS

Involvement between education, business and industry is by no means an easy task to perform. It goes beyond the ordinary kinds of programs typically carried out by educators, and it adds complexity to the administration of program operations. The involvement and inclusion of business and industry, along with other public agencies such as Employment Security and Community Action Councils, contributes a third dimension to community participation.

If the true solutions are to be sought and accomplished in vocational-technical education, it appears that cooperation and involvement between business, industry, public agencies and education are essential components in program development. This project made a strong effort towards these ends. The means and vehicles used in meeting the priorities of youth with special needs varied from center to center. There were four community colleges involved and their efforts were directed at an older age group. Six high schools participated in the project and their methods and accomplishments varied among the centers. There were various commonalities among the centers, but in the final analysis each had their own uniquenesses in program benefits and accomplishments. This is apparent in the program evaluations and reports contained in Phase Two of this report.

E.P.D.A. provided the necessary incentive and encouragement in accomplishing program goals; it was one of the means by which many worthwhile ends were attained.

Over 100 youths and adults with special needs were served by conducting this program and various personal values and benefits were gained between students, vocational teachers and business-industrial representatives. For the most part, this was the first time a pin-pointed effort was put forth by all the participants in providing a professional service for disadvantaged youth and adult populations.

Professional teacher personnel development for disadvantaged persons seemed to be one of the most enlightened areas of accomplishment. Vocational teachers were able to improve their competencies in serving disadvantaged persons. Both vocational teachers and business-industrial representatives attained a greater appreciation and understanding in serving these students. Each team experienced unique situations within their respective communities concerning the involvement of other public agencies; some of these were favorable and some unfavorable. Gaining cooperation from some agencies was difficult in certain centers.

Problem Areas to be Considered

Through the experience of conducting this project, the following problem areas evolved:

1. The uncertainty of program funding made it difficult for initial arrangements to be carried out; by being flexible, this did not create any major problems.

2. Teachers are sometimes reluctant to become totally involved in a program for youth and adult populations classified as disadvantaged. Once involved with these persons, the reluctance factor diminishes and many personal values attained.

3. It is difficult to gain, in a few instances, cooperation from other state and local agencies. More teacher education has to be done in this area.

4. Providing the necessary teacher education for business and industrial exchange personnel is difficult to identify. One week's preparation may not be enough for some individuals; however, this is corrected to some degree by having the business representative team teach with a competent vocational teacher.

5. More needs to be done in identifying the specific needs for youths and adults with special needs. Disadvantaged students have certain unique characteristics for vocational programs, and specific instruction in both the cognitive and affective domain areas requires special attention.

Specific problems occurred within each center, for example, one personnel director became involved in labor negotiations and found it difficult to allocate time towards the program, and one teacher felt he became too overloaded by being involved. Getting the necessary support from business and industry was difficult in certain centers; this was due primarily because of a down labor market in the state.

The problems which presented themselves were no serious determinants towards program goals and objectives. They are presented so that future developments might be improved and extended for continued vocational education accomplishments.

Program Accomplishments

As a result of this project, the following accomplishments were apparent:

1. Ten selected vocational teachers received in-service professional personnel development in meeting the needs of youths and adults classified as disadvantaged or with special needs.

Program Accomplishments Continued

2. Ten business and industrial firms cooperated both financially and personnel wise in carrying out the program objectives. A total of $3,500 was allocated by firms towards the financing of the program.

3. The business and industrial firms, as well as the respective communities, became more aware for the need of serving the disadvantaged.

4. Ninety hours of special instruction was provided to more than 100 youth and adult populations having special needs. This was accomplished by ten centers consisting of a team of vocational teacher and business-industrial representatives.

5. Vocational education and business-industrial firms, as well as other public agencies, became more involved in working cooperatively in serving disadvantaged persons.

6. Several long-range programs were developed in regular vocational programs as a result of being involved in this project.

7. An overall awareness for serving people with special needs resulted in the ten centers.

8. Vocational teachers improved their understanding and knowledge of occupations by being able to gain first-hand experience in a business or industrial firm.

9. Greater cooperation between the Washington State Coordinating Council for Occupational Education, U.S.O.E., E.W.S.C. and local centers was attained in meeting program goals and objectives.

This project created a foundation for ten centers to carry on a program which developed some long-range implications in specific situations. The ten vocational teachers and business representatives have acquired a greater appreciation and awareness for serving disadvantaged persons. Attitudinal changes were quite evident in vocational teachers who appeared reluctant at first, but once involved, seemed to enjoy serving disadvantaged persons.

E.P.D.A. provided the stimulus for this in-depth professional personnel development in vocational education, and the results appear to have several lasting values. Vocational teachers, business and industrial leaders, students and project director have gained considerable insight into the ever changing needs of career demands in today's work environment.

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TITLE VI of the Civil Rights Act of 1964 states that "no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving financial assistance from the Department of Health, Education, and Welfare."

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